



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Plan vocational learning				
TQF Level:	4	Credits:	10	Version:	1
National standard code:	NS129-04				
Associated qualification (and code):	National Certificate in Vocational Training and Assessment Level 4 QR-04-NQ-027-01-0405-26-01				
Approval date:	21 August 2026		Review date:	21 August 2031	
Purpose:	This unit standard builds on the unit ‘<i>Assess Principles of Vocational Learning</i>’. The unit describes the skills and knowledge required in the learning cycle to plan stages for inclusive adult and young adult training and assessment. Persons credited with this unit standard are able to plan: • learning outcomes for vocational learning. • support requirements for inclusive adult and young adult learning. • learning activities, content, resources and assessment. • quality assurance processes in their own context.				

Learning Outcome 1 (LO1)	Interpret learning outcomes to explain how the unit of competency or module fits within the learning cycle
Performance standards	Use a unit of competency or module from own context to: 1.1 Describe key steps in a vocational learning cycle; 1.2 Explain how the unit or module relates to the learning cycle; <i>(Range may include, but is not limited to, identifying learning outcomes; planning learning activities and resources, facilitating learning; mapping of outcomes and assessment, assessing achievement and reviewing practice.)</i> 1.3 Explain how learning outcomes fit into the learning cycle; <i>(Range may include, but is not limited to, mapping, demonstrating competency, level.)</i> 1.4 Explain the role of learning outcomes in guiding activities, resources and assessment; <i>(Range may include, but is not limited to, outcomes in unit or course documents; how these outcomes are used to select and sequence learning activities, choose suitable resources, and map assessment tasks to evidence achievement of the outcomes.)</i> 1.5 Explain how learning outcomes relate to the purpose statement and relevant stakeholder needs; <i>(Range may include, but is not limited to, industry standards or expectations; workplace needs; current practices, learner needs; and community or industry expectations.)</i> 1.6 Explain how different types of learning outcomes impact the choice of activities, resources and assessment approaches. <i>(Range may include, but is not limited to, knowledge, skills and attitudes; and outcomes set in real-world or vocational context.)</i>
Learning Outcome 2 (LO2)	Plan support requirements for inclusive learning in own context
Performance Standards	2.1 Analyse how learner diversity may affect participation and achievement of the learning outcomes; <i>(Range may include but is not limited to, age; gender; LLN and disability.)</i>

	2.2 Complete an individual education plan (IEP)/individual training plan (ITP) for at least one learner in own context; <i>(Range may include, but is not limited to, learner goals, identified strengths and needs, preferred ways of learning, required/ agreed adjustments, and responsibilities for follow-up.)</i> 2.3 Evaluate capacity to implement reasonable adjustments; <i>(Range may include, but is not limited to, systemic, organisational, contextual and personal capacity; learner characteristics; availability of resources, technology or support; cultural factors.)</i> 2.4 Identify reasonable adjustments for design, facilitation and assessment that responds to the IEP/ITP; <i>(Range may include, but is not limited to, class access and layout; pair or group work; printed or large-print materials; session recording; comprehension checking, repeat instructions or explanations; free software (such as text-to-talk); adapted tools; self-directed tasks; extra time; additional breaks; oral assessment or feedback; scribe support; peer mentors.)</i> 2.5 Justify how planned adjustments will maintain learning outcome and assessment requirements. <i>(Range may include, but is not limited to, ensuring equivalent outcomes and evidence while changing the method; mode, pacing or support; avoiding unfair dis/advantage for other learners.)</i>
Learning Outcome 3 (LO3)	Plan activities, content and resources for adult and young adult learning sessions
Performance standards	3.1 Select and justify content to align with learning outcomes and vocational purpose; <i>(Range may include, but is not limited to, locating resources (including digital/AI tools); considering learner group and level; topics, concepts, skills, procedures, examples and case studies; identified support needs; session length; relevance to industry/workplace needs, current best practices.)</i> 3.2 Outline facilitation activities and approaches to

	support 3.1; <i>(Range may include, but is not limited to, individual, pair or group tasks; talanoa-based activities; demonstrations; practice tasks; trainer and learner inputs; class size and dynamics; preparation tasks or materials.)</i> 3.3 Justify use of resources that support 3.1 and 3.2; <i>(Range may include, but is not limited to, handouts; presentations; visual aids; practical or digital tools; projectors or whiteboards; learning context and environment factors; local relevance; availability of tools and technology; copyright; cultural factors.)</i> 3.4 Explain how the planned sequence will support learner progression. <i>(Range of sequencing refers to content, activities and resources and may include, but is not limited to logical ordering, links to prior knowledge; engagement; achievable pacing; recaps and breaks; formative activities to check understanding and apply new learning.)</i>
Learning Outcome 4 (LO4)	Plan competency-based assessment (CBA)
Performance standards	4.1 Identify possible assessment approaches; <i>(Range may include, but is not limited to, observation; questioning; portfolios; practical tasks; projects; written tasks; learner self-assessment.)</i> 4.2 Explain how assessment approaches relate to the learning outcomes and learner group; <i>(Range may include, but is not limited to, type of skills, knowledge or attributes being assessed; suitability for adult and/or young adult learners; cultural appropriateness; resources available; familiarity with assessment, vocational context.)</i> 4.3 Compare competency-based assessment (CBA), summative and formative assessment; <i>(Range may include, but is not limited to, informal checks for</i>

	<i>understanding; feedback activities; practice tasks, and summative activities used to judge achievement of learning outcomes.)</i> 4.4 Apply key assessment principles in assessment planning; <i>(Range may include, but is not limited to, validity, reliability, fairness, flexibility and sufficiency; alignment with learning outcomes; clarity of expectations and evidence requirements.)</i> 4.5 Outline planned assessment conditions and arrangements. <i>(Range may include, but is not limited to, learner instructions; timing and location; required resources and materials; reasonable adjustments; evidence and other procedural requirements.)</i>
Learning Outcome 5 (LO5)	Understand quality assurance (QA) processes in own context
Performance standards	5.1 Identify QA processes in own context; <i>(Range may include, but is not limited to, internal and/or external moderation; validation; unit or program review; stakeholder feedback; record keeping; peer review; planning days; provider and/or TNQAB requirements.)</i> 5.2 Discuss the role of QA in training quality and industry relevance; <i>(Range may include, but is not limited to, learner, peer and industry feedback; assessment records; learner evaluations; industry changes; currency and relevancy of curriculum content and approaches.)</i> 5.3 Identify own QA responsibilities; <i>(Range may include, but is not limited to, use of assessment matrices, evidence collection methods, participation in moderation and/or validation; contribution to review processes.)</i> 5.4 Relate how assessment documentation will meet QA requirements in own context. <i>(Range may include, but is not limited to, types of assessment documentation and records to be kept (such as assessment results and decisions, moderation); secure storage.)</i>
Pre-requisites	NS127-04 Apply digital and artificial intelligence (AI) skills

	NS128-04 Assess principles of vocational learning
Co-requisites	NS132-04 Demonstrate professionalism in practice
Underpinning skill and knowledge	The following knowledge and skill underpin this unit standard: Knowledge: • Role of learning outcomes in unit or modules and the learning cycle. • Principles of session planning, sequencing, alignment and learner progression. • Learner diversity, inclusion, support and reasonable adjustments. • Purpose and process of Individual Education Plans (IEPs)/Individual Training Plans (ITP), or equivalent documentation. • Factors that affect planning, delivery and competency-based assessment. • Minimum requirements for quality assurance. Skills: • Interpret and adapt learning outcomes. • Analyse learner diversity needs and support requirements. • Select, organise and sequence learning activities, content and resources. • Plan appropriate assessment approaches. • Incorporate key quality assurance obligations. • Complete required planning documentation. • Communicate and collaborate with learners, colleagues and other relevant stakeholders
Assessment requirements	<u>Methods of assessment:</u>

A range of assessment methods should be used. Evidence should be gathered from authentic planning activities in the candidate's own context using a combination of:

1) Planning documentation to include:

- A minimum of three plans for different adult and/or young adult learning sessions of a minimum of 60 minutes each that show alignment between:
 - learning outcomes
 - diverse learner needs and support requirements
 - content and resources
 - facilitation approaches
 - assessment approaches and arrangements
 - quality assurance processes for own context
- At least one individual education plan (IEP)/individual training plan (ITP) or equivalent for a learner in the candidate's context.
- Other documents as required, such as learning cycle analyses, assessment outlines and/or resource lists.

Note: At least one planned learning session plan must show how identified learner support needs, informed by an IEP/ITP or equivalent support documentation, have influenced planning.

2) Group activities

This may include structured talanoa, kava circles, peer review, presentations or role plays and may be used to generate/confirm evidence of:

- interpreting curriculum and learning outcomes
- planning for inclusive learning and adjustments
- assessment approaches, principles, conditions.
- engaging with QA processes in own context

For group activities individual contributions must be evidenced.

3) Written or oral responses (optional)

Where further evidence is required, this may be provided by short-answer or scenario responses, reflective writing

or oral justifications. These may support the planning documentation by providing further explanation about issues such as selection and sequencing of activities, content and resources; or choice of content.

Assessment should be holistic, so that evidence collected from each activity contributes to multiple learning outcomes rather than assessing each performance standard in isolation.

See below for an **indicative assessment matrix**

Key

- P = primary evidence source
- S = secondary / confirmatory evidence source
- O = optional, only if further evidence is needed

Assessment activity	LO1 (PS)	LO2 (PS)	LO3 (PS)	LO4 (PS)	LO5 (PS)
1. Planning documentation (session plans)	P: 1.1, 1.2, 1.3	P: 2.1, 2.3, 2.4	P: 3.1, 3.2, 3.3, 3.4	P: 4.2, 4.3, 4.4	P: 5.1, 5.2, 5.3
2. Individual Education Plan (IEP) or equivalent	–	P: 2.2, 2.5	S: 3.1	S: 4.4	S: 5.3
3. Other (QA) documentation	–	–	–	P: 4.1, 4.5	P: 5.4
4. Group activities	S: 1.4	S: 2.1, 2.3	S: 3.1, 3.4	S: 4.1, 4.2	S: 5.2, 5.3

	5. Written/oral responses (optional) O: 1.4 O: 2.1, 2.3 O: 3.1, 3.4 O: 4.1, 4.2 O: 5.2, 5.3
Moderation arrangements	1. Training providers must have their own moderation system approved by TNQAB before accreditation is granted: a) Relevant internal moderation processes are documented; b) Assessment is planned for each unit, and moderation processes integrated into such plan 2. Unless specified elsewhere, external moderation is conducted by the National qualifications unit of TNQAB for all unit components of a National qualifications: a) Samples of assessed activities are submitted for moderation; b) Moderation (external) forms are available on request.
Resource requirements	Access to: • Standard classroom resources • Program and unit/module documentation and provider planning templates • Own organisation's 'Assessment and Moderation' policy • learner information, IEP/ITP templates or equivalent learner support planning documentation, where relevant • resources, technologies and any assistive or inclusive support materials required for planning (where appropriate)
Requirements to complete this unit	There are five (5) Learning outcomes and twenty-two (24) Performance standards to measure competence. To demonstrate competence, the person studying this unit is: a. Required to demonstrate all LOs to the expected performance standards

	b. Required to attain an <i>Achieved</i> Grade (Competent) to fulfil the Unit Standard requirements. c. Eligible to three (3) attempts to achieve the required competency within 14 days of the first attempts. Failure to achieve the required competency after three (3) attempts on the specific part of the assessment will require the person studying this Unit to re-enrol for the same unit.
Important notes and definitions	<u>Definitions:</u> 1. <i>Adult learner</i> is a person who has reached legal adulthood (18 years and over) and takes primary responsibility for their own learning. 2. <i>An Individual Education Plan (IEP) or Individual Training Plan (ITP)</i> is a documented plan used to identify agreed learner goals, support needs, adjustments, responsibilities and review arrangements for an individual learner. Another approved process or template may be used provided it serves the same purpose. 3. <i>Competency-based assessment</i> measures a learner's ability to practically apply knowledge, skill and attributes in real-world scenarios. 4. <i>Curriculum</i> refers to planned structure of learning for a qualification or program, including its aims, learning outcomes, content, sequence and broad assessment approach. It sets out what trainers and assessors are expected to teach and assess so that learners can achieve the required competencies. 5. <i>Inclusive learning</i> refers to planned learning that anticipates and responds to learner diversity, participation barriers and support needs so that learners have fair opportunity to engage and achieve. 6. <i>Learning cycle</i> is a process for planning, delivering, assessing and reflecting on learning, used repeatedly to improve teaching and learner outcomes over time. It guides trainers and assessors through ongoing steps such as planning sessions, facilitating learning, gathering evidence, reflecting and adjusting future practice.

	7. <i>Learner diversity</i> may include language, literacy, numeracy, disability, prior educational experience, age, gender, culture, confidence, work and family commitments, location, technology access and other factors that affect participation and achievement. 8. <i>Learning outcomes</i> are concise statements of the intended results of learning and what the learner must demonstrate competency in. 9. <i>Quality assurance</i> is the process for recording, checking and reviewing learning and assessment, including any provider or TNQAB requirements, to maintain and improve quality, consistency and standards in vocational learning. 10. <i>Reasonable adjustment</i> means planned changes to delivery, resources, assessment conditions or support arrangements that enable learner participation and valid assessment without lowering the required standard. 11. <i>Washington Group Questions (WGQs)</i> refer to the short set of internationally recognised questions on functioning and disability that are commonly used by Tongan TVET providers. Information gathered through WGQs may inform Individual Education Plans (IEPs) or equivalent learner support planning processes, and should be used respectfully, confidentially and alongside discussion with the learner. 12. <i>Young adult learner</i> refers to a person typically 16-17 years old and in the transition from schooling to adulthood. Ongoing personal and cognitive development overlaps with emerging adult learner traits.
Public comments on unit	Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.